

The Technology of Developing Media Culture in Higher Educational Students

Dilnoz Isomjanovna Ruzieva, Nodira Rustamovna Rustamova, Diyor Sunnatovich Tursunov, Anvar Jumanazarovich Khurramov[–]

Abstract: *This article is written about the result of research on the development of technology for the development of media culture of students of higher educational institutions. The aim of the research is development of media culture of higher educational institution students, and the object of the research development of media culture of higher educational institution students. The tasks of the research are following from analysis of the condition of the technology to develop media culture in students of secondary educational institutions; defining of the educational process of developing media culture in students of secondary education institutions based on media culture development technologies employed abroad; improving the mechanism and content of media culture development in higher educational institution students; suggesting recommendations on expansion of pedagogical opportunities of media culture development in higher educational institution students. The article consists of from introduction, literature survey, methodology, recommendation, discussions, and conclusion.*

Keywords: *media culture, media education, case study, media-quest+, web-quest, interactive ways of education.*

I. INTRODUCTION

The new socio-educational situation reveals the growing importance of adult education. Recent education documents demonstrate attention to this problem of both federal and regional government bodies. UNESCO considers adult education policy as an ongoing process not only enriching knowledge and skills, but also to a large extent as a process of creating or creating an individual.

The socio-economic situation in Uzbekistan gives rise to new processes that require the active involvement of adult education science. We are talking about the current problem of the unemployed, who represent a significant group in the social structure of society. One of the promising directions for solving the unemployment problem is secondary professionalization, retraining of specialists at various levels, which requires widespread use of the scientific and practical base for adult education.

The practical relevance of the problem posed by us is also determined by the emergence of new approaches to the implementation of professional activities in all areas of society, and hence the need for self-education of working specialists. Due to the qualitative novelty of the requirements for the implementation of activities, their development is associated with the breaking of stereotypes, established forms of human life, which is impossible without appropriate theoretical understanding and adequate educational technologies. Such technologies must meet the requirements of constructive assistance for working people in transforming their existing professional and,

[–]**D.I.Ruzieva**, Head of Department of General Pedagogy, Tashkent State Pedagogical University named after Nizami, Tashkent city, Uzbekistan. Email: dilnoz68@inbox.ru.

N.R.Rustamova, Ph.D. of Pedagogies, Senior Teacher, Chair of Social Science of YEOJU Technical Institute in Tashkent, Uzbekistan. Email: n.rustamova@ytit.uz; rustamovanodira19@gmail.com.

Tursunov D.S., Teacher of the Department of General Pedagogy, Jizzakh State Pedagogical Institute: diyor-tursunov@mail.ru.

A.J.Khurramov, Department of Methods of teaching computer science, Chirchik State Pedagogical Institute, Tashkent region, Uzbekistan. Email: a.xurramov@cspi.uz.

more broadly, life experience into a new quality [15].

II. MATERIALS AND METHODS

Object of study - the process of development of media culture of students of higher educational institutions.

The subject of the study is the content of the development of technology for the development of the media culture of students of higher educational institutions.

Research methods - the study of socio-philosophical, pedagogical and psychological literature on the topic, pedagogical observation, sociometric methods (questionnaires, interviews, interviews), modeling, pedagogical practice, expert assessment, mathematical statistics [15].

III. LITERATURE SURVEY

Research on the implementation of information and communication technologies in Uzbekistan's education, ensuring information security in the context of global informatization, and developing the creative potential of teachers was carried out by A.Abdukadyrov [1], S. Babadjanov [2], O.Davlatov [3], M.Kuranov [11], N.Rustamova [15, 16, 17, 18, 19, 20], D.Makhmudova [13, 14]

As well as questions on the effective study of media production by a person, the formation of media literacy among students, the introduction of media production ideas into educational content at different stages of media education content, priority principles, and continuing education were considered by E.Muryukina [12], I.Fateeva [5], A.Fedorov [6].

The works of foreign scholars such as Eric McLuhan [4] Frank Zingrone [4], Jak Gonnet [7], Innis Harold [9], Kittler Friedrich [10], and others analyzed the organization of education based on media products, their impact on the development of personality, media materials.

Theory and Discussion

Media culture of a personality is a necessary part of a personality's culture, the totality of its abilities to assimilate and skillfully apply theoretical knowledge of the disseminated media of information, its selection, selection, analysis and evaluation, as well as their practical and skillful use in the fields of professional, every day, cultural, spiritual and educational activities [15].

At its core, the development of the personality of media culture is not a spontaneous process but is based on its phased evolutionary development. In general, the essence of the process of forming a personal media culture is expressed: in media literacy, media education, media skill, and media competency.

A.V. Fedorov in his monograph "Media Education: Yesterday and Today" indicates the following types of media educational models: educational-informational, moral-educational, practical, aesthetic, sociocultural [6].

And I.V. Muryukina in his study guide "Research and Training Center: "Media Culture and Media Competency: Work with School and Higher Education Teachers" highlights synthetic media educational models: aesthetic-sociocultural, informational, moral-educational, educational-informational –practical [12].

And I.A. Fateeva in the article "Types of Media Education" divides media educational models into the following types: educational-informational; almost utilitarian; aesthetic; developing; protectionist and ideological [5].

The educational-informational mechanism developed in the thesis establishes the advantage and practical significance in the development of media literacy of students from the school bench in educational institutions, their gradual achievement of media literacy, education, ability and competence in the selection, analysis, selection and use of information, which determines the practical value of the study.

As a result of studying the history of the development of media education in the countries of Europe, the USA, and Canada, it was established that they have the following priority features: thanks to the interdisciplinary integration of academic subjects, the opportunity has appeared to introduce media education; in the 1960s and

1980s, media education was based on the unity and integrity of educational programs (mother tongue, art history, social sciences, and humanities), but it was not carried out within the framework of natural sciences; By 1980, the scope of research conducted to study the prestige of media in education was expanded in connection with the advent of computer technology; in the national curricula of the countries of Denmark, Norway, and Sweden, the integration of media education with academic disciplines is not limited, but they are classified in accordance with the creation of opportunities for learning the skills necessary for the daily life of students in an informative democratic society; media education in European countries media education is taught in accordance with interdisciplinary integration based on social sciences; Media education is organized by the mediation of institutions involved in the creation, distribution, and development of educational information and communication technologies; Media education in the United States develops at the beginning of the XXI century; higher educational institutions in Switzerland have their own media libraries, the universities of Zurich and Lausanne - research centers for media education in terms of development, competing with higher education institutions. In Switzerland, higher educational institutions have access to their media, media education research centers at the University of Zurich and the University of Lausanne [15].

In English-speaking developed countries, the main aspects manifested in the development of media education are as follows: The Canadian government assessed change as the driving force behind its development and its ability to social flexibility with long-term sustainability; in the USA, passivity was noted for many years in organizing media education, by the beginning of the 21st century significant achievements had been achieved in the practice of media education, the state began to have its own model of media education; in the UK, a conservative approach to learning banned the introduction of media education, and most teachers did not show initiative in applying the principles of media education to the learning process, and the government in 1992-1993 tried twice to remove media literacy training from curricula. Only from the last years of the last century, this barrier has been overcome.

A theoretical study of the problem indicates that extensive experience has been accumulated in the practical application of media education in foreign countries, in particular in Russia. Despite the growing role and importance of the media in the life of an individual and society, there are still no serious steps in the use of media education. The proof of this postulate is that while working with electronic media, in particular, Internet sources, we were not able to turn to sources in relation to this sphere of education.

In the course of clarifying the theoretical and methodological issues of developing the media culture of students in higher educational institutions, the following conclusions were drawn: in school practice, a holistic approach to the development of media education of students has not yet been developed; in this regard, it is necessary to improve media education, using interactive media using media as carriers and distributors media, given the importance of the psychological and pedagogical (spiritual, educational) impact of media in the process of organizing social upbringing of the younger generation; The development of students' media culture includes the following stages: media literacy, media education, media ability, media competence; it is advisable to develop a mechanism for the development of media culture of students for the development of their media culture [15].

As a result of studying the existing literature, studying the role of media in the dissemination of information and its importance in the social and social impact on personality formation, determining relationships, students' approaches to media based on pedagogical observation, it has been established that the following are beneficial for the student's media culture: the essence of social (macro and micro) environment; family education; the activities of educational institutions; impact of parents, teachers, decision makers and peers; personal approach to the spiritual and moral values of students; the presence of life factors affecting the personality of the student to create

the opportunity for them to successfully develop media culture.

IV. DISCUSSION

The level of development of the qualities of media culture in the students-respondents involved in the experimental work is evaluated by the following criteria: knowledge of the properties, categories of media products and the audience of its presentation; understanding of the "language" of media production; use of media products; analysis and synthesis of the idea of media production; assessment of social, psychological and pedagogical significance, the impact of media products on the individual.

The results obtained in the experimental groups fully confirm the hypothesis that indicators expressing the degree of development of media culture qualities in students, relying on the pedagogical capabilities of media in general higher educational institutions at the final stage of a scientific and pedagogical experiment, differ significantly (positively) from the indicators of the primary stage. The results of mathematical and statistical analysis showed that the criteria for assessing the level of formation of the quality of the media culture of students between the upper and middle levels in the experimental and control groups are higher than 0. Therefore, this indicator confirms the successful organization of experimental studies aimed at developing the media culture of students in higher educational institutions.

V. CONCLUSION

As a result of the conducted research on the doctoral dissertation on the theme of «The technology to develop media culture of students of educational institutions» the following conclusions were presented:

1. The analysis of the theory of the development of media culture of students of all-high educational schools has shown that improvement of technology of development of media culture of students of all-high educational schools in the conditions of modern globalization is one of current pedagogical problems.

2. Expeditious development of mass media, the relation, the interest of students given by them to information, have led to establishing multi-faceted, complex social and pedagogical activity, since the 80th years of the XX century, to introduction of media of education in school practice.

3. In the conditions of Uzbekistan still more increase in the role of media in the social life of society, strengthening of interest of students in acquaintance and assimilation of the transmitted data is leading to development of their media culture.

4. Development of media culture of students of all-high educational schools occurs under the influence of such factors as the maintenance of the social environment (the macro, middle and micro environment), family education, activity of educational institutions, influence of parents, teachers, trustees, sponsors and peers, personal approach and spiritual and moral values of students and also the place of media in lives of the student and its impact on the personality.

5. Enhancement in the technology of media culture development of students of all-high educational institutions serves for stage-by-stage formation of media literacy, media intelligence, media skills, and media competence.

REFERENCES

- [1] Abduqodirov A.A. Teoriya i praktika intensivatsii podgotovki uchiteley fiziko-matematicheskix dissiplin: Aspekt ispolzovaniya kompyuternix sredstv v uchebno-vospitatelnom protsesse: dissertatsiya ... doktora pedagogicheskix nauk: 13.00.01. – Tashkent: 1990, pp. 312-334.
- [2] Babadjonov S.S. Pedagogika oliy ta'lim muassasalari talabalarining mediakompetentligini rivojlantirish texnologiyasini takomillashtirish.: PhD dissertatsiyasi avtoreferati. – Tashkent: 2017, pp. 5-44.
- [3] Davlatov O.G. Talabalarda axborot xavfsizligini ta'minlash kompetentligini tarixiy-madaniy meros vositasida rivojlantirish.: PhD dissertatsiyasi avtoreferati. – Tashkent: 2018.

- [4] Eric McLuhan, Frank Zingrone. Essential McLuhan, - London: «Routledge», 1997, p. 90.
- [5] Fateyeva I.A. Mediaobrazovaniye: teoreticheskiye osnovi i opit realizatsii / Monografiya. – Chelyabinsk, 2007, pp. 210-270.
- [6] Fedorov A.V. Mediaobrazovaniye: vchera i segodnya, M.: Izd-vo MOO VPP YuNESKO «Informatsiya dlya vsekh», 2009, pp. 139-234.
- [7] Gonnnet J. Education et Medias. – Paris: Press universitaire de France, 1997. – P.
- [8] Incheon Declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (World Education Forum, 2015, Incheon, Republic of Korea).
- [9] Innis Harold. The Bias of Communication. – Toronto-Buffalo-London: «University of Toronto Press», 1995, pp. 7-10.
- [10] Kittler Friedrich. Literature. Media. Information Systems. – Amsterdam: «OPA», 1997, pp. 7-12.
- [11] Kuranov M. Nauchno-metodicheskiye osnovi natsionalnogo vospitaniya v obsheobrazovatel'nykh srednix shkolax Uzbekistana: Avtoref. dis. d-ra ped. nauk, - Tashkent, 1998, pp. 3-40.
- [12] Muryukina Ye.V. Mediaobrazovaniye starsheklassnikov na materiale pressi. – Taganrog: Kuchma, 2006, pp. 120-200.
- [13] Makhmudova Dilfuza Melievna, Using Information Technology Tools in Mathematics Lessons for Teaching Future Teachers, International Journal of Scientific & Technology Research (IJSTR) IJSTR Volume 9 - Issue 3, March 2020 Edition - ISSN 2277-8616, pp. 4168-4171 Available to: <http://www.ijstr.org/final-print/mar2020/Using-Information-Technology-Tools-In-Mathematics-Lessons-For-Teaching-Future-Teachers.pdf>.
- [14] Makhmudova Dilfuza Melievna, Methodology for the Formation of Creative Competence of Future Teachers in the Process of Teaching Mathematics based on a Special Complex of Tasks. International Journal of Psychosocial Rehabilitation . 2020, Vol. 24 Issue 2, p616-627. 12p. Available to: <https://www.psychosocial.com/article/PR200376/9945/>.
- [15] Rustamova N. R., (2019). Using of vitagenic technology in the education system. Proceeding of The ICECRS, 3. <https://doi.org/10.21070/icecrs.v3i0.356>.
- [16] Rustamova N.R. Rustamova N.R. Media culture as a developing factor of rational thinking of secondary school students//European Journal of Science and Research Reflection in Educational Sciences (EJRRES), Special Issue – Great Britain, 2019, Volume No.3, Special Issue, pp. 58-64. Available to: <https://docplayer.net/166163424-Media-culture-as-a-developing-factor-of-rational-thinking-of-secondary-school-students.html>.
- [17] Rustamova N.R., The Technology of Developing Media Culture in Secondary School Students. International Journal of Innovative Technology and Exploring Engineering (IJITEE), ISSN: 2278-3075, Volume-IX, Issue-II, December 2019. Available to: <https://www.ijitee.org/wp-content/uploads/papers/v9i2/B6181129219.pdf>
- [18] Isyanov R., K.Rustamov, N.Rustamova, H.Sharifhodjaeva, Formation Of ICT Competence of Future Teachers in the Classes Of General Physics. Journal of Critical Reviews. Taiwan, 2020. Available to: <http://www.jcreview.com/index.php?fulltxt=97211&fulltxtj=197&fulltxtp=197-1586092459.pdf>.
- [19] Rustamova N.R. Development Of Technology Based On Vitagenic Experience Using Media Resources In Higher Educational Institutions Students Teaching. International Journal of Scientific & Technology Research, Volume 9, Issue 4. Available to: <http://www.ijstr.org/final-print/apr2020/Development-Of-Technology-Based-On-Vitagenic-Experience-Using-Media-Resources-In-Higher-Educational-Institutions-Students-Teaching.pdf>.
- [20] Rustamova N.R. Contents and technology of vitagen education of higher educational institution students European Journal of Research and Reflection in Educational Sciences, 8 (2) Part II, 56-61. Available to:

<http://www.idpublications.org/wp-content/uploads/2020/02/Full-Paper-CONTENTS-AND-TECHNOLOGY-OF-VITAGEN-EDUCATION-OF-HIGHER-EDUCATIONAL-INSTITUTION-STUDENTS.pdf>

[21] Uzbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947 son “Uzbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi tugrisida” gi Farmoni. Aviable: www.lex.uz.